COMMISSION ON TEACHER CREDENTIALING

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PROFESSIONAL SERVICES DIVISION

January, 2007

TO: **IHE Deans/Directors of Teacher Education/Program Sponsors**

FROM: **Lawrence Birch, Director**

As was communicated to you in my letter dated September 14, the Commission has acted to move forward with a transition to a revised accreditation system for its educator preparation system. This letter seeks your assistance in participating in a pilot test of an important aspect of the revised system – the Biennial Report.

The revised accreditation system is designed as an ongoing improvement process for colleges, universities and other program sponsors. As we transition to this system, we recognize that it would be beneficial to both the Commission and to educator preparation programs to pilot new aspects of this revised system, given the significant nature of the changes.   There is work to be done to ensure that the Commission provides clear guidelines for completion of accreditation activities and that the guidelines are flexible enough that they fit the variety of program sponsors: their missions, goals and delivery systems.

One important part of the revised accreditation system is the Biennial Report. This report is designed to summarize information about each educator preparation program offered, specifically information collected and used for program improvement. It is designed to focus specifically on candidate outcomes data and is intended to be data driven, concise, and not overly burdensome to complete. These biennial reports will serve to inform the Committee on Accreditation and accreditation review teams throughout the 7 year cycle of accreditation.   In these biennial reports, program sponsors will include aggregated outcomes data a program sponsor collects on its candidates, what that data says about the programs, and whether there are any issues that would require further review before a site visit is scheduled. Further, the 4th year program assessment team and the 6th year site visit team will be provided these biennial reports to inform their reviews as well as to assist in preparation for the site visit.

In order to achieve clarity regarding the Biennial Report, Commission staff is requesting volunteers to submit a sample Biennial Report about **one** of the credential programs offered using the report template that is attached. The Biennial Report is designed to be no more than ten pages.

Many institutions and program sponsors already have a candidate assessment system — particularly for Multiple and Single subject credential programs, so how the data from existing assessment system is reported in this format is of interest to the Commission. Additionally, the Commission is interested in better understanding the types of data that program sponsors use for their candidates in other credential areas, such as Pupil Personnel Services, Administrative Services and Education Specialists to name a few. It is also critical that the pilot include representation from both NCATE accredited program sponsors and non-NCATE program sponsors. In order to be useful to the implementation timeline, volunteer program sponsors in the pilot would need to submit a report between May and July 2007 and provide feedback on the forms and the process.

Your participation in this pilot is critical to the success of the revised system. The Commission's goal is to develop a Biennial Reporting system that addresses the need to move accreditation more towards outcomes, collects data that is useful and meaningful, and that does not result in an undue burden on the program sponsors and personnel. Benefits of participating in the pilot of the Biennial Report is that program sponsors will have the opportunity to discover how its current assessment system aligns with this accreditation activity while providing information to the Commission on how to better refine the report and to ensure a submission process that minimizes the burden on program sponsors.

If you are willing to participate in the pilot, we ask that you fill out the attached form and fax it to Jo Birdsell at (916) 327-3165. Commission staff will then be in touch with you about next steps. If you have questions, you may contact Commission staff working on the implementation of the revised accreditation system: They are:

Teri Clark, Administrator of Accreditation   tclark@ctc.ca.gov
Cheryl Hickey, Consultant   chickey@ctc.ca.gov
Jo Birdsell, Consultant   jbirdsell@ctc.ca.gov

Thank you for considering this request for participation.

BIENNIAL REPORT PILOT PARTICIPATION

The program sponsor noted below will participate in the pilot of the Biennial Report.

Institution/Program Sponsor _____

The program that will submit the Biennial Report will be:

Multiple Subject   Single Subject

Special Education
Please indicate whether it will be Mild/Moderate or Moderate/Severe or
Low Incidence: DHH, VI, PHI, ECSE

Administrative Services

Pupil Personnel Services
Please indicate whether it will be School Psychology, School Counseling, School Social
Work or Child Welfare and Attendance. _____

Other program such as Designated Subjects, Library Media, School Nurse, Adaptive
Physical Education, Clinical Rehabilitation, etc.
Please indicate which program it will be: _____

Contact Information

Dean/Director:

Name: _____

E-mail: _____

Program Coordinator:

Name: _____

E-mail: _____

Please fax or e-mail to Jo Birdsell
Fax: 1-916-324-8927   E-mail: jbirdsell@ctc.ca.gov

Commission on Teacher Credentialing
Pilot Biennial Report

Institution_____

Date report is submitted_____

Date of last Site Visit_____

Program documented in this report:

    Name of program_____

    Credential awarded_____

    Is this program offered at more than one site?   ☐ **Yes**   ☐ **No**
      If yes, list sites at which the program is offered:

    _____

    _____

Program Contact _____

Phone #_____

Email_____

If the preparer of this report is different than the Program Contact, please note contact information for that person below:

Phone #_____

Email_____

DIRECTIONS

Accreditation examines the extent to which institutions meet state adopted standards of quality and effectiveness. It is expected that all institutions accredited by the California Commission on Teacher Credentialing are annually collecting and reviewing information and data on the performance of their candidates at various points – for instance, while enrolled in educator preparation programs, just prior to completion, and once employed in the field. It is also expected that institutions and programs regularly review and analyze the data collected and use this information to make improvements and adjustments to their programs. As such, responses to each section noted below should be a summary of work already being completed. Please respond to each section of the report. ***This report does not need to be a narrative report. Please use charts, table or lists as appropriate.***

SECTION A—PROGRAM SPECIFIC INFORMATION

I. Contextual Information – General information to help reviewers understand the program, the context in which it operates and what has changed significantly since the Commission approved the current program document.   1 page

II. Candidate Assessment/Performance Information — The program submits information on how candidate performance and program completer performance is assessed and a summary of the data. The length of this section depends on the size of the program and how data is reported. There is no minimum or maximum number of pages for this section.
a) What are the primary assessment(s) the program uses to collect data on candidate performance? What assessments are used to make critical decisions about candidate competence throughout the program e.g., key assignments in coursework, evaluation of fieldwork/practicum/clinical practice, demonstrations/presentations prior to being recommended for a credential? What assessments are used to ascertain program effectiveness e.g., post program surveys, employer feedback? Please identify specific tool(s) used to assess candidates and program completers. Describe the type of data collected, (e.g., TPA, portfolios, employer data, retention data or observations), the data collection process and summarize the data. Please include descriptive statistics such as the range, median, mean, % age passed, when appropriate.
b) What additional information about candidate performance or effectiveness is collected and analyzed that informs programmatic decision making?

III. Analysis of Candidate Assessment Data – The program provides an analysis of the information provided in Section II. Note strengths and areas for improvement that have been identified through the analysis of the data. What does the analysis of the data demonstrate about candidate competence and efficiency/effectiveness?   1-3 pages

IV. Use of Assessment Results to Improve Candidate and Program Performance – Programs indicate how they use the data from assessments and analysis of that data to improve candidate performance and the program. If proposed changes are being made, please link the proposed changes to the data that support that modification as related to the appropriate Program and/or Common Standard(s).   1-2 pages

SECTION B--INFORMATION SUMMARY AND PLAN OF ACTION

Indicate trends observed in the data for the programs. Identify areas of strength, areas for improvement and next steps or a plan of action. The summary is signed and submitted by the unit leader: Dean, Director of Education, Superintendent, or Head of the Governing Board of the Program Sponsor.   1-3 pages

Pilot Biennial Report

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b) What additional information about candidate performance or effectiveness is collected and analyzed that informs programmatic decision making?

SECTION A—PROGRAM SPECIFIC INFORMATION
III—Analysis of Candidate Assessment Data

Each program provides an analysis of the information provided in Section II. Note strengths and areas for improvement that have been identified through the analysis of the data. What does the analysis of the data demonstrate about candidate competence and efficiency/effectiveness?

<div align="right">1-3 pages</div>

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An example of how a program might present this information is:

Data Source	Plan of Action or Proposed Changes or Changes Made	Standard(s)

However, it is not necessary to use this format. Please use a format already in place or one that best fits the program.

<div align="right">1-2 pages</div>

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INFORMATION SUMMARY AND PLAN OF ACTION

Indicate trends observed in the data for the programs. Identify areas of strength, areas for improvement and next steps or a plan of action. The summary is signed and submitted by the unit leader: Dean, Director of Education, Superintendent, or Head of the Governing Board of the Program Sponsor.   1-3 pages

NOTE: In the pilot, this section does not apply as only one program is reporting. Once the Biennial Report is fully operational this will be a key part of the report. Any feedback you would like to give regarding the Biennial Report, including directions for completing this section or ideas for how it might be completed in the future, will be appreciated and help to make the process more effective.